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ABSTRACT

This guide discusses evaluation as an element of good literacy education and discusses the development of an evaluation plan for learner-centered adult literacy programs. The provision of good literacy practice is the goal of everyone involved in learner-centered, community-based adult literacy programs. Since the philosophy of learner-centered, community-based adult literacy programming accepts the belief that literacy is functional, it follows that the skills that have been learned and the conceptual understandings that have been developed need to be demonstrated in authentic situations. An effective evaluation plan for learner-centered adult literacy programs can be divided into three major parts: (1) the initial assessment of the learner through interviews and testing; (2) goal setting for the learner and program; and (3) on-going information gathering and recording. The use and scoring of portfolios is an aspect of the information gathering and recording process that is of particular interest. Six appendixes contain an interview guide for the initial assessment, sample materials and instruments for assessment, forms to facilitate goal setting, and samples of student portfolio and self-reflection sheets. (SLD)

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CREATIVE STUDENT ASSESSMENT

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A Guide to Developing Meaningful Evaluation

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EVALUATION AS AN ELEMENT IN GOOD LITERACY PRACTICE

The provision of good literacy practice is the goal of everyone involved in learner-centred community based adult literacy programs. It is well accepted that instruction which recognizes the complex nature of literacy and focuses on the strategies and processes involved in reading, writing and learning is a fundamental ingredient in good literacy practice. What is not so well recognized is the role that evaluation should play in the provision of good literacy practice.

The following story illustrates some of the issues associated with evaluation in community based, adult literacy programs.

A student in a ***community-based literacy program*** was discu sing her learning in a small group.

She said, " I don't always feel like I'm doing better, so it's hard for me to keep coming to the program each day."

One of the tutors in the program said reassuringly, "But you are making progress, I can tell."

" You may think I'm making progress, but I need to feel it; and I don't always. So I have to make myself come even though I'm not sure things are improving" the student answered.

It should be apparent from the above story that:

- No student should ever be left feeling frustrated and uncertain about their progress.

  All instructors need to have a meaningful and useful way to evaluate, document and communicate information about learning progress to their students.

- Although the story only reveals the difficulties that the student and instructor have with evaluation, it also implies the difficulties that other stakeholders must have in feeling confident that the program is meeting its objectives and serving its clients well.

  If both instructor and student are so unclear about the progress that is being made, how can program managers, community supporters and funders of the program be convinced of the effectiveness of provision?

Evaluation tools and procedures must provide meaningful and useful data that can be communicated in ways that satisfy the needs of everyone involved in supporting, delivering and receiving literacy provision. Such tools are as important to good literacy practice as is good instruction.

In fact it can be argued that good evaluation is more important. Without good assessment tools and procedures, there can be no real foundation on which to plan the appropriate instruction required for good practice. In any case, what is certain is that **without good evaluation and good instruction there can not be good practice.**

Careful consideration of the following 5 questions should help clarify some of the factors that need to be considered when implementing an effective evaluation plan for learner-centred, community-based adult literacy programs. These questions are:

1. Who needs evaluation information?

2. Why do they need it?

3. What kind of evaluation information does everyone want?

4. How can they best get the information they need?

5. When should evaluation take place?

1. WHO NEEDS EVALUATION INFORMATION?

The learner, the instructor, the program managers, the community supporters and the program funders all need evaluation information.

Colleges, other training institutions or programs, potential employers, government agencies and the media are some examples of others who may want information about the program and/or the learners' achievements.

2. WHY DO THESE INDIVIDUALS OR GROUPS NEED EVALUATION INFORMATION?

Learners want to know whether or not they are achieving their goals. They need to be able to celebrate their successes and develop confidence in themselves as learners. They have to know what they have already achieved so they can make decisions about setting new goals and planning the next stages of their learning.

Instructors need to know where instruction should start and what direction it should take. They need to know whether or not their planning and instruction has been effective. This information will enable them to make decisions about adjusting their instructional plans, setting new goals and/or selecting different materials or approaches. Finally, they also need to be able to celebrate their good practice and develop confidence in themselves as diagnostic and prescriptive teachers.

Program managers, supporters and funders need to know if the program is providing good literacy provision. They will want to know if learners are achieving their goals. They will also need to know if the program is fulfilling its mandate and meeting its objectives.

This kind of information will enable them to make decisions about program delivery and management, as well as about whether or not they should continue to support the program. They also need to be able to celebrate the positive results of their support and be reassured that their time, effort and financial contributions have made a difference.

Colleges, other "outside" institutions, and employers will want to know if students meet their requirements. They will need to know that the evaluation data provided by the program is reliable. Only then can they be confident of a smooth transition from literacy program to their institution or workplace.

Even though stakeholders in the literacy program have their individual reasons and purposes for wanting evaluation data, the following reasons are common to all of them:

- Everyone wants to have the opportunity to celebrate success, to experience the joy of a job well done. Having concrete evidence of what has been accomplished allows everyone to grow in confidence and inspires them to set higher and higher goals.

- Everyone wants to make plans for the future. Having information about what was achieved in the past, what worked well and what didn't work well provides a solid foundation on which to build plans for the future.

- Everyone wants to know whether or not the program will continue to exist. Having information about what goals were met and what changes if any need to be implemented enables everyone to feel more confident that support for the program can be sustained.

In summary, it can be said that for everyone the goal of evaluation is to allow for the examination of past performance and the initiation of future action.

3. WHAT KIND OF EVALUATION INFORMATION DOES EVERYONE WANT?

A study of current evaluation research suggests that the only way to ensure that the above goals of evaluation are achieved is to choose evaluation tools and procedures that will provide meaningful and useful data. To clarify what is meant by meaningful and useful data, it is helpful to define these words as they relate to evaluation and then look at specific examples that illustrate the collection of this kind of data.

> **Meaningful evaluation data is information that relates directly to one's objectives.**

The following examples illustrate how evaluation data can relate directly to objectives:

If a learner's objective was to improve his comprehension of text by using self-monitoring strategies, having the learner tape himself thinking aloud while reading would be an effective evaluation procedure. The tape would provide meaningful data because it would reveal exactly what he is and is not doing in relation to his goal.

If a teacher's instructional objective was to teach writing using a process approach, ongoing evaluation of students' writing at various stages in the writing process would provide her with meaningful data. The samples of work in progress would provide concrete evidence of the strategies and techniques students were using to arrive at a finished piece of writing. Such evidence would be meaningful to the teacher because it would explicitly reflect where instruction had been effective for students and where it had not been effective.

Useful evaluation data is information that provides a springboard for action.

Some researchers suggest that if no action will result from the data collected through a particular evaluation tool or procedure then the evaluation should not be carried out.

Celebrating progress and good practice, setting new learning goals, rethinking instructional objectives and strategies, seeking out specific materials, inviting an expert into the classroom, renewing a commitment to support the program are all examples of actions that could follow from useful evaluation information.

To summarize, meaningful and useful evaluation information is data that relates specifically to the objectives that have been set. It is data that clearly shows what has been accomplished and what still needs to be done. An evaluation process that provides data that evaluates the past and directs the future would be a key element of good literacy practice.

4. HOW CAN MEANINGFUL AND USEFUL EVALUATION DATA BE OBTAINED?

In order to collect evaluation data that tells both where you are and where you need to go in relation to your objectives, careful consideration must be given to the selection of evaluation tools and procedures.

Only those evaluation tools and procedures that are aligned with both the broad goals and the specific learning, instructional and management objectives of the program will provide data that can reveal what progress has been made in achieving these goals and objectives and what future actions need to be taken.

It is widely accepted that in learner-centred, community-based adult literacy programs, good literacy practice occurs when the goals, objectives and delivery of literacy provision mesh with the philosophy that defines this kind of programming.

If evaluation tools and procedures are selected on the basis of their alignment with instructional practices and the program goals and objectives, then they will be congruent with the beliefs about the nature of literacy and literacy learning that make up this philosophy. Evaluation will then be woven together with philosophy, objectives and instruction and play an integral part in good literacy provision.

Good literacy provision depends on the alignment of instruction and evaluation with philosophy. To select appropriate evaluational and instructional tools and procedures, we need to have a clear understanding of the basic beliefs that define learner-centred, community-based, adult literacy programming.

These beliefs and the objectives, methodologies, and evaluation procedures that follow from them can best be understood by considering each of the following three questions:

1. What is it important for adult learners to know and be able to do?

2. What is valued in good literacy instruction?

3. How can literacy learning best be demonstrated?

1. WHAT IS IT IMPORTANT FOR ADULT LITERACY LEARNERS TO KNOW AND BE ABLE TO DO?

A. According to the current philosophy of learner-centred, community-based literacy programs **learners need to know how to be active learners**. As active learners they need to be able to set their own learning goals, participate in determining their own curriculum, and monitor their own progress.

As active learners, they also need to be able to take risks, ask questions, solve problems, engage in critical thinking, interact with authentic texts, and with "real" people. They need to discuss, debate, listen and reflect.

B. **Learners need to know strategies, processes and skills for reading, writing and learning.** They need to be able to use these independently and be able to transfer them so that they can handle a variety of genuine tasks for a variety of purposes.

C. Furthermore **learners need to know how the processes of reading and writing work**. Then they will be able to comprehend and create text. Learners need to monitor their comprehension and employ fix-up strategies when necessary.

D. Finally adult literacy **learners need to know how it feels to have a positive attitude towards reading and writing.** They need to be comfortable using reading and writing for their own pleasure and to serve their own purposes.

An example of a specific instructional objective following from these beliefs would be the decision to teach the pre-reading strategies of skimming, scanning, activating previous knowledge and making predictions. An evaluation procedure that is congruent with this objective would be one that allows the learner the time and opportunity to use these strategies with a variety of texts and in a variety of situations. It would also be one that provides the learner with a way of documenting and reporting on his/her use of the strategies.

Examples of evaluation tools that are congruent with these beliefs and objectives are:

- Interviews with the student.
- Observations of his/her interacting with various texts.
- Records of predictions made.
- Journals that show how previous experience was related to the text.

When evaluation tools are congruent with beliefs and objectives they provide data that is meaningful and useful to both the instructor and the learner.

In contrast, a timed reading assignment that required students to demonstrate their understanding of the text by answering multiple choice questions on the content, would not be congruent with this instructor's objective or with his/her beliefs about what learners need to know and be able to do.

Such an evaluation tool would not provide any explicit information about the learner's use of prereading strategies. Not only would it not provide any data related to the objective but it would also inhibit the use of the very strategies that the instructor was trying to promote.

Misaligned evaluation tools not only fail to provide useful data, but they can also have a very negative impact on learners. They can, for example, result in students feeling confused and frustrated. They can also cause learners to lose confidence in themselves as learners, in the instructor as a reliable and helpful teacher and even in the program as a worthwhile place to spend their time and energy.

All results that are inconsistent with beliefs that the program holds about the need for learners to know how it feels to have a positive attitude to learning and to themselves as learners.

What is valued in literacy instruction?

According to the current philosophy of learner-centred, community-based adult literacy programming, **valued literacy instruction is instruction that is participatory and interactive.**

Such instruction is directed by the individual learner's goals, shaped by his or her learning style, needs and interests and driven by his or her learning pace. It builds on all facets of the learner; his or her strengths and weaknesses, previous knowledge and experience, and motivation.

Valued literacy instruction is instruction that engages the learner in a broad range of authentic tasks presented in real situations and involving "real" people.

Valued instruction is instruction that recognizes the multi-dimensional nature of literacy learning and emphasizes the processes and metacognitive aspects involved in reading and writing rather than on the mere production of finished pieces.

Above all, **valued literacy instruction is instruction that empowers learners by fostering independence, self-esteem and positive attitudes towards learning.**

Looking at an evaluation tool that is **not** congruent with the objectives and methodologies that will follow from these beliefs will best serve to highlight what appropriate tools and procedures would be like.

Formal standardized tests would not be an appropriate choice for learners and instructors who are setting goals and engaging in the kind of practices that would be aligned with these beliefs about valuable literacy instruction.

Why are these inappropriate evaluation tools? They are inappropriate because:

- They ignore the functional nature of literacy by removing the literacy tasks from real purposes and uses.
- They ignore the dynamic, multi-dimensional nature of literacy by testing skills in isolation.
- They focus on the products of knowledge and not on the processes and strategies of learning.
- They inhibit interaction and the use of strategies and processes the involve consultation, reflection, and revision; all valued goals of literacy instruction.
- They fail to take into account the central role the learner plays in good literacy instruction and practice. By the very nature of their standardization, they cannot accommodate individual starting points, individual learning styles, and individual learning goals. All of these factors are fundamental to the beliefs about good literacy instruction in a learner-centred adult literacy program.
- They often intimidate adult learners and remind them of former failures in school thus counteracting the efforts of literacy providers to help their adult learners develop positive self-esteem and confidence in their ability to achieve their learning goals.

Formal standardized tests are so misaligned with the instructional objectives and methodologies that originate in the philosophy of learner-centred, community-based, adult literacy provision that they disrupt and counteract good literacy provision and result not in meaningful and useful assessment information but rather in lost instructional time, confused students, and frustrated teachers.

In contrast to formal standardized tests, appropriate evaluation tools and procedures would:

- be collaborative in nature.
- compliment the participatory, interactive aspects of valued literacy instruction.
- engage the learner in assessing and evaluating his/her own strengths, weaknesses, needs and progress.

Interviews, conferences, journals, observations, and portfolios are all examples of appropriate evaluation tools.

These tools would provide individualized information that reflects the dynamic, functional, multi-dimensional nature of literacy. They would also promote the instructional objective of learner empowerment.

As learners identify and discuss the knowledge and skills they have acquired, as they reflect on what they have achieved and what they need to do next, as they analyze and evaluate their work, they will be assuming ownership of their learning and thus be empowered.

How can literacy learning best be demonstrated?

Since the philosophy of learner-centred, community-based, adult literacy programming accepts the belief that literacy is functional, then the skills that have been learned and the conceptual understandings that have been developed need to be demonstrated in authentic situations for real purposes.

Observations of learners reading ,writing, speaking and listening while engaged in genuine tasks for real purposes would be an appropriate evaluation procedure.

Since this philosophy also accepts the belief that literacy is multi-dimensional, then an appropriate evaluation process must provide opportunities for the learner to demonstrate a broad range of performances and behaviours.

Using a variety of evaluation tools and procedures would allow for the collection of this kind of data.

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Furthermore, since this philosophy accepts that literacy learning is a process of growth and change that occurs over time, then an appropriate evaluation procedure must allow the learner to demonstrate that growth and change has occurred over the time that he/she has been in the program. Using portfolios is an example of this kind of evaluation procedure.

In summary, **meaningful and useful evaluation information can be obtained if evaluation tools and procedures are:**

- aligned with the beliefs that determine the goals and objectives of learner-centred adult literacy provision.
- grounded in authentic tasks.
- designed to collect information about a broad range of performances and behaviours.
- designed to allow for the collection of information over a length of time.

If the evaluation process meets these criteria then it will enhance instruction and provide information that can evaluate progress as well as initiate future actions.

Knowing what evaluation tools and procedures are appropriate to use is one of the indicators of good literacy practice. Knowing when to use them is another.

5. WHEN SHOULD EVALUATION TAKE PLACE?

The practitioners in learner-centred, community-based, adult, literacy programs generally recognize the need to have procedures in place to gather initial and final assessment information. However, the need to have a plan to collect evaluation data on a regular, ongoing basis is not as widely accepted. Yet regular, ongoing evaluation is critical to good literacy practice. Why? Because regular, ongoing evaluation:

- is most congruent with the beliefs that constitute the philosophy of learner-centred, community-based, adult literacy programs.
- allows for the assessment of the process of learning rather than simply the evaluation of a particular skill or product of learning.

- facilitates the blending of evaluation with instruction so that evaluation can be indistinguishable from instruction.

- allows evaluation to grow out of authentic reading, writing and learning tasks and makes evaluation congruent with the belief that literacy is functional and multi-dimensional.

- provides opportunities for reflection and timely adjustments in objectives, methodologies, curriculum, program scheduling, etc.

- allows for the celebration of learning all along the way. This enhances students' self-esteem, motivation and commitment to learning. All of these outcomes are valued in the philosophy of learner-centred, community-based adult literacy programs.

CONCLUSION:

Evaluation can be a key element in good literacy provision if practitioners implement an evaluation plan that:

- includes tools and procedures that are congruent with the philosophy of learner-centred, community-based, adult literacy programs.

- provides data that is directly related to the desired outcomes.

- provides data that can direct future actions.

- provides measures of a wide variety of indicators of learning.

- allows for the collection of data over time and across many different situations.

- enhances instruction.

- enables learners to assume ownership for their own learning.

KEY COMPONENTS FOR AN EFFECTIVE EVALUATION PLAN FOR LEARNER-CENTRED ADULT LITERACY PROGRAMS

An effective evaluation plan for learner-centred adult literacy programs should include procedures and tools for:

- conducting an initial assessment of the learner.
- determining learner goals.
- determining criteria for good work.
- collecting on-going information about learner progress and instructional effectiveness.
- tracking and documenting progress.

Furthermore, if the philosophy of learner-centred adult education is to be honoured, then the prime considerations in selecting these tools and procedures should be how effective they are at engaging the learner in the particular process, and how effective they are at fostering a collaborative relationship between instructor and learner.

In developing an effective evaluation plan, it is useful to break the evaluation process into three major parts and then consider the key components of each part.

The three parts are:

1. The initial assessment
2. Goal setting
3. On-going Information gathering and recording

Each of these parts and their key components will be discussed in a separate section in the following pages. The appendices contain samples of tools and procedures that can be used to collect appropriate information for each part of the assessment and evaluation process.

PART ONE - INITIAL ASSESSMENT

INITIAL ASSESSMENT PROCESS:

General Discussion:

The first meeting with the learner should be viewed as the first opportunity to begin the ongoing process of information gathering, collaboration, goal setting, assessment and redirection that constitutes good literacy practice.

With this in mind, the initial assessment process needs to be well thought out and include carefully selected tools and procedures. This will ensure that appropriate information for goal setting and instructional planning can be obtained. It will also ensure that the learner can be actively involved in planning for his/her own learning.

Key Components of An Initial Assessment Process:

The following tools and procedures should be considered when planning the initial assessment process:

1. Interviews
2. Informal Assessments of Literacy Skills
3. Learning Styles and Preference Questionnaire
4. Interest and Attitude Inventories and Checklists

A discussion of each of the above components follows.

1. THE ASSESSMENT INTERVIEW:

A well planned initial interview with carefully considered questions can be a very effective procedure for gathering information and facilitating the development of a collaborative, participatory approach to instruction and learning.

The interview should be conducted in such a way as to make the learner feel comfortable, valued and competent, an equal partner in the learning process.

The interview should be conducted as a conversation rather than as a question and answer session. Using a tape recorder (with the learner's permission) may make it easier to avoid an inquisitory approach. Having a record of the interview will also ensure that important information is not forgotten.

The interview can be conducted over several meetings with the learner. Several short interviews spaced over time are not only more effective than one very long interview on the first day, but they also promote the idea that information gathering needs to be an ongoing process if instruction is to be effective.

The interview questions need to stimulate discussion and encourage the learner to reflect on his past experiences. They should also provide opportunities for the learner to express what he understands about himself as a learner, and identify where he wants to go and what he needs from himself and from others to get there.

A sample of an effective assessment interview is available on video from the Literacy and Continuing Education Branch, Department of Education and Training.

A sample interview format is included in Appendix A.

(It should be noted that the Student Intake Form prepared by the Literacy and Continuing Education Branch is designed to collect the kind of information that is required on the annual Statistical Return. Although it should be filled out during the initial assessment process, it should not take the place of an assessment interview.)

2. INFORMAL ASSESSMENT OF LITERACY SKILLS:

A. Reading

An initial reading assessment should help to identify the learner's strengths and weaknesses. It should also give you some idea of the different strategies that he/she knows and how and when he/she uses them.

This information can then be used to plan appropriate instruction and to match learners and materials.

The work of Sue McCulloch indicates the following points to consider when conducting an initial reading assessment with a learner who is a Stage Two or Three reader:

- The learner should be offered a selection of reading materials of different levels of difficulty.
- The reading materials should simulate a real-life task an adult may have to cope with in everyday life.
- The reader must feel as relaxed as possible with the assessor, and the assessment should be done in a situation that does not resemble a test.
- The person giving the assessment should explain what is happening and why, particularly if the instructor is going to write down notes while the person is reading.
- After the reader has selected the text, the assessor should give an introduction to it so that the context is established for the reader. This is true to life as we rarely have to read anything without knowing something about it first.
- The instructor should also tell the learner that after the reading she/he will ask questions about the passage to check for understanding.
- Errors should be recorded as the learner is reading.
- The instructor should discuss why the errors were made with the learner after the reading. Adults are often very insightful about their own strengths and weaknesses in reading.

Work by Mary Norton (June 1988) offers some guidelines for assessing adults who are considered to be at Stage One. She suggests that through observations and discussions, the instructor should gather information about the learner's knowledge of:

- World knowledge
- Spoken language patterns
- Letters and letter sound associations
- Sight words
- Sentence patterns
- Organization of meaning

The Initial Assessment Pack available from the Literacy and Continuing Education Branch provides additional ideas about how to conduct a reading assessment. Information and reading materials from this pack are included in Appendix B. Appendix B also includes other samples of real-life reading tasks and comprehension questions that can be used to assess reading ability, as well as materials that can be used to assess pre-reading skills in very beginner readers.

B. Writing and Spelling

An effective way to determine how well a learner is writing and spelling is to have the learner write about something that is very familiar to him or her. Asking the learner to write about what he/she did yesterday is a very non-threatening topic to suggest if the learner says "I don't know what to write."

Appendix B includes examples of other topics that you may want to suggest.

3. ASSESSING LEARNING STYLES AND PREFERENCES:

Learners need to be supported in identifying their learning preference and styles so that they can better choose appropriate learning strategies.

All learners have preferred ways of taking in information that they want to understand and learn. Some people prefer to see information, others to hear it, and still others to experience it through muscle movement.

Most people would group learning preferences into these general categories:

- VISUAL: Learners with a visual preference may feel that they need to see it on paper, or read about the information before they can understand it.

- AUDITORY: Learners with an auditory style will often need to talk about the information, or say it aloud in order to learn.

- MOTOR (SOMETIMES REFERRED TO AS KINAESTHETIC): Learners with a motor style need to do any activity that involves muscle movement in order to learn something. They like to write out spelling words, or take things apart in order to learn how they work.

Not only do people tend to have a favoured learning modality that is, they prefer to use a certain sense to take in information, but they also have a favoured learning style. That is people also tend to have a certain way that they liked to have information organized and presented to them, and they also like to interact with information in certain ways.

For example, some learners like to do assignments independently, whereas others like to work on group projects; some learners need to have new ideas presented in logical, sequential order with a clear introduction and conclusion, others like a brainstorming format where new ideas are explored in a random way and learners formulate their own conclusions and make decisions about what is and is not relevant.

Furthermore, it is now well recognized that Native learners have learning preferences and styles that may be very different from their non-Native counterparts. Work by Kaulback (1984) indicates that " Indian and Inuit children are most successful at processing visual information and have the most difficulty performing well on tasks saturated with verbal content."

Studies of Aboriginal cognitive learning styles indicate that Aboriginal learners may prefer to have information presented in a meaningful context with a emphasis given to the introduction and overview before getting into specific details and applications. These studies also suggest that aboriginal learners may also learn best if material is presented through images like diagrams, metaphors, symbols, etc. and if concrete support materials are used.

It is also important to recognize that Aboriginal learners may prefer to interact with information in ways that are different from their non-Native counterparts. Studies suggest that they prefer a " watch then do" or "listen then do" or "think then do" approach to learning. Since most classrooms frequently use a " trial and error" approach where learners are encouraged to try out an answer verbally and then improve the answer after receiving feedback from teachers and peers, Aboriginal students will not experience an optimum learning environment if their preference is not recognized and accommodated.

Assessing sensory preference can be done quite easily through the use of questionnaires. However, since not everyone uses the same names to refer to a particular learning style, assessment tools for learning tools can often seem confusing.

Gregorc, for example, uses the names "Concrete Sequential," "Concrete Random," "Abstract Sequential," and "Abstract Random" to refer to the learning styles that he identified. Some use the terms "Physically Centred," "Emotional/Relational," and "Mentally Centred," and others use terms like "The External Feeler," "The Thinker," and "The Observer" to refer to learning styles that are very similar to Gregorc's. It really doesn't matter what name you use as long as you choose one set and use the assessment procedures for that set.

Appendix C, Part 1 contains questionnaires and information about Visual, Auditory and Kinaesthetic learning preferences.

Appendix C, Part 2 contains information and questionnaires to help you determine learning styles.

4. ASSESSING INTERESTS AND ATTITUDES:

Knowing the interests and attitudes of learners will help in setting instructional goals, deciding on curricula and planning assignments.

Appendix D contains samples of materials that you can use to determine interests and attitudes.

PART TWO - GOAL SETTING

Goal setting is a key element in an effective evaluation plan. If it is not clear what you are trying to achieve, it is very difficult to know what to evaluate!

Because long, middle and short term goals form the basis for developing instructional plans and evaluation procedures, they need to be determined and recorded as part of the initial assessment procedure.

In keeping with good literacy practice, progress in achieving these goals needs to be evaluated on an ongoing basis. Once the goals have been reached, the learner needs to celebrate the achievement and set new goals.

There are several approaches to goal setting. The one you choose will depend on the individual learner.

If the learner has a clear idea of what he or she wants to accomplish (say for example, pass the driver's test), then this becomes the long range goal.

Not all learners, however, are as definite about what they wish to accomplish. Many will say that they just want to improve their reading and writing or learn to read and write. For learners who want to improve their reading and writing, it is helpful to approach goal setting by having the learner think about everyday tasks that need reading, writing and arithmetic. The learner can then decide which ones he or she would like to do better.

Appendix E includes a chart called Goal Setting Step One. This chart lists various everyday tasks that involve literacy skills. The learner can check off the ones that he or she is interested in working on. You may use the chart as it is, add other tasks, or just use it as a model for creating your own goal setting tool.

For learners who are just beginning to read and write, it is useful to have them look at the basic pre-reading and writing skills that they may or may not already have.

The chart called " Skills You Need Before You Start Reading and Writing" in Appendix E will be useful to help them identify pre-reading and writing skills that they may want to work on.

Once the learner has identified what tasks he or she wants to work on, then the instructor and learner need to determine and priorize the skills that must be worked on in order to accomplish the goal. Learning these skills would then be the immediate and short range goal for the learner.

Appendix E includes a chart called Goal Setting - Step Two. This chart can be use to record the tasks that the learner has identified as ones that he or she wants to work on. The skills needed for each task can be recorded on the chart so that both instructor and learner can have a clear idea of what the immediate and short range goals are. There is also a place on this chart to record the criteria that will be used to determine whether or not the skills have been acquired.

An assessment process that provides opportunities for the instructor and learner to work together to:

- set long range, short term and immediate goals
- identify what it is necessary to know and be able to do to achieve these goals
- and determine criteria for success

is a key element in an evaluation plan that promotes good literacy practice for learner-centred adult literacy programs.

PART THREE - ON-GOING EVALUATION

The process and procedures that are needed for an appropriate ongoing evaluation plan for learner-centred, adult literacy programs are those that are:

- Learner-centred, collaborative, participatory and empowering.
- Multi-dimensional. capable of sampling a wide range of cognitive processes, affective responses and literacy activities over time.
- Capable of evaluating progress on specific learning goals.
- Capable of evaluating the effectiveness of specific instructional strategies.
- Capable of providing information that will be useful in determining new learning goals and instructional objectives.

It can be shown that a portfolio approach to ongoing evaluation can fulfil all of these requirements.

First of all, the most fundamental element of portfolios is that they are learner-centred.

Portfolios are moulded around the learner. They are collections of the individual's work and reflect that individual's effort, progress and achievements.

Furthermore, portfolios can be a vehicle for empowering students. The process of establishing a personal literacy portfolio helps the learner in setting goals and reviewing them. They also learn to consider possibilities and to make choices using critical thinking and problem solving skills.

The active involvement of the learner in working with the instructor to set learning goals and establish criteria for success, and then reflect on his/her work to select samples for the portfolio, empowers the learner to assume ownership of their learning.

Since a portfolio is a collection of material, it can include samples of work gathered on an ongoing basis. It can also include many different indicators of progress: reading assignments, progress reports, drafts, self-evaluation notes, video and audio tapes, etc. Portfolios also can include examples of literacy tasks

outside of class. Copies of a driver's license, copies of a letter written to a friend or a book read to a child are examples of authentic tasks that could be included in a portfolio.

Thus, portfolios can fulfil the requirements of providing a process that collects multi-dimensional data on an ongoing basis.

Since the criteria for inclusion can be determined collaboratively by learner and instructor, portfolios allow instruction and evaluation to be "woven together" (Paulson, Paulson & Meyer, 1993, p.60). Thus portfolios can provide evaluation data that is authentic and related specifically to instructional and learning goals.

Furthermore, if the data provided through a portfolio approach is specifically related to instructional and learning goals, it will be data that can be used to evaluate the effectiveness of instruction and to determine what has been learned and what still needs to be achieved. Knowing this, instructional decisions can be made and new learning goals can be set. Thus, portfolios can provide meaningful information about past performances and useful information on which to plan future actions and directions.

Portfolios can fulfil the requirements of good literacy practice. Therefore, very careful consideration should be given to their use when developing an evaluation plan for learner-centred, community-based, adult literacy programs.

However, the key word in the above statement is "CAN." If a portfolio approach to evaluation is to meet the requirements of good practice, then much thought needs to be given to:

- **planning** for the use of portfolios as an evaluation tool
- **managing** portfolio use
- **organizing** the portfolio.

KEY STEPS IN PORTFOLIO PLANNING

1. Determine the Key Goals of Instruction

Goals for instruction and learning need to be set before any decisions about what should be assessed can be made. Once the goals are set, then the kinds of things that need to be included in the evaluation portfolio can be determined.

Without clearly specified instructional and learning goals, portfolios can easily become unfocused holding files for odds and ends. This kind of portfolio has no place in an effective evaluation plan!

The key thing to remember is that evaluation should be related specifically to what it is you are trying to teach and what it is the students are trying to learn. If this is clear, then the things that are included in an evaluation portfolio are those things that show where a student is in relation to where he wants to be.

2. Determine What You will Do Instructionally to Help Students Progress Towards their Goals

It is important for instructors to plan to use teaching strategies and assignments that will enable learners to reach their learning goals. If these instructional activities are also used as evaluation activities, then evaluation would be woven into instruction. Such a meshing of evaluation and instruction would result in a very effective evaluation procedure.

Many good instructional activities are indeed very appropriate activities to include in an evaluation portfolio. For example, many instructors use story maps as part of their instruction on understanding story structure. Including completed, dated story maps in a portfolio would provide evidence of a learner's increasing skill in achieving this learning and instructional goal.

Thus, determining what you will do to help students achieve their learning goals can help you identify some of the content and format of the kinds of things that can be included in an evaluation portfolio.

3. Establish How Progress will be Determined

When learning goals are set, it is important to also establish the criteria that will be used to determine when the goals have been met.

Before any truly meaningful selections can be made for inclusion in an evaluation portfolio, instructors and learners must have a very clear idea of what the learner should know and be able to do when he/she has reached the learning goal that is being evaluated. This is not to imply that only work that provides evidence of completed goals should be included in the evaluation portfolio. What it does mean is that it is impossible to evaluate any performance without some criteria or standards to measure it against.

If the criteria for success are clearly understood at the start, then including "work along the way to a goal" will provide an excellent profile of what has already been achieved and what still needs to be worked on.

To have real meaning, the criteria that are established should:

A. Be stated in terms of at least one cognitive process: "The student will understand...." and one kind of performance: "The student will demonstrate...."

B. Focus on a major concept or "big idea." The criteria should not be focused on the acquisition of isolated skills.

C. Promote rich, complex, performance-based instructional activities and assessment.

4. Determine What Kind of Container will House the Portfolio

Since the range of items to include in a portfolio is almost limitless, it is important to plan for a container that will enable students to include more than sheets of paper in their portfolio.

5. Determine Where the Portfolio will be Located

The portfolio should be kept in a spot in the classroom that is easily accessible to students and teachers. The location must invite students and instructors to contribute to them on an ongoing basis. They also need to be accessible so that students and instructors can refer to them, reflect on their contents, and use them to plan the next learning stage.

6. Develop Criteria for Evaluating Portfolios

The criteria you will use to assess individual portfolio entries and/or the portfolio as a whole will be the performance criteria that you have already agreed upon with the individual learner during the goal setting and instructional planning procedures.

Not only is it important to agree on the criteria that will be used to judge performance, but it is also important to agree on how each of these performance criterion will be weighed relative to the others.

Looking at samples of students' work and identifying the kinds of traits that are evident in top quality work and what is missing in low quality work will help you make decisions about what constitutes mastery and varying degrees of mastery for a particular task.

Once instructors and learners have carefully thought through the criteria, then these expectations should be made explicit. They should be recorded and posted somewhere so that students and teachers can refer to them when selecting data for the portfolio, and when meeting to evaluate progress.

7. Decide on a Process for Portfolio Evaluation

Several processes for portfolio evaluation have been suggested by different assessment researchers. One approach is to have individual instructor-learner conferences to assess the portfolio. Another is to have students reflect on their work individually. They can then include a summative sheet explaining their reasons for choosing the portfolio contents and/or a reflective note to accompany each piece.

Another approach is to schedule portfolio review sessions with small groups of students on a regular basis. At this time, students confer with one another and provide each other with written and oral feedback about the contents of their portfolios. They also provide feedback about which areas seem to be well covered and which areas still need work. They can also brainstorm together about what kinds of evidence might address those areas that still need to be covered or expanded.

This review process provides learners with an opportunity to learn from each other. It also helps students clarify and broaden their ideas of what evidence could be used to demonstrate growth or mastery for certain areas or even to discuss what might be included in a certain area. Instructors can also be involved in the review process by viewing the portfolios and the feedback sheets with the students and providing their own feedback about how well the portfolio demonstrates that the owner is meeting the established criteria for performance and mastery.

Although individual needs and circumstances will influence what process you will use to evaluate portfolios, it would seem important to include as many opportunities as possible for students to confer with both their peers and their instructor about the contents of their portfolios and what they can include to demonstrate that they are meeting the criteria for the successful achievement of their goals.

Appendix F contains samples of feedback sheets and criteria that can be used in the process of portfolio evaluation.

KEY STEPS IN PORTFOLIO MANAGEMENT

After the goals for instruction have been determined and criteria for success have been identified and are clearly understood by instructors and learners, then decisions about what should be included in the portfolio can be made with confidence and a real sense of purpose.

There are, however, **SIX IMPORTANT STEPS** that instructors can take to ensure that the items included in the portfolio represent a variety of types of indicators of learning and provide evidence of a wide range of cognitive processes, affective responses, and literacy activities.

STEP 1: **Make sure students know and have a list of the GOALS that are being worked on and the CRITERIA for successful achievement of these goals.**

Having this information will make it easier for learners to decide whether or not something should be included in their portfolio. If students have a clear way of knowing where they are in relation to their goal, they will also be in a better position to reflect on their past work and make decisions about what other things they may need to do and include in their portfolio to demonstrate progress towards their goal.

STEP 2: **Make time to discuss with students the kinds of things that can be included in a portfolio.**

Students need to be aware that they don't always have to include finished pieces in their portfolios. They can include work in progress and work that shows first efforts. They can include work that shows evidence of the processes that they have gone through at different stages in a task.

They need to know that they can include best pieces, pivotal pieces, companion pieces, pieces that show their strengths as well as pieces that show their needs.

They need to know that they should include pieces that reveal their interests, and pieces that reflect how they think and feel about what they have read, or written, or learned.

They also need to know that they can include examples of their use of literacy skills outside of the classroom. Such evidence might include notes written to their child's teacher, a completed application form, or a new driver's license.

Depending on the individual student's needs and reasons for attending classes, it may also be important to include the kinds of evidence that training courses or colleges require. Evidence of this kind would include things like test scores, essays on assigned topics, and assigned projects.

STEP 3: **Develop and post lists of the kinds of things that can be included in a portfolio.**

This will give students something to refer to when they want to make selections.

STEP 4: **Have samples of the different forms, checklists, inventories, etc. available for students to use when they want to reflect on their work or add something other than actual work to their portfolio.**

APPENDIX G contains samples of the kinds of things that can be used to provide evidence of learning and growth.

STEP 5: **Provide models of work that show the kind of development and progress you are aiming for; particularly work that shows process and work that shows the use of metacognitive knowledge and strategies.**

The more models you have of the kind of evidence of development and progress that you want them to collect, the richer and more complete their portfolios will be. Have, for example, samples of student work that shows initial planning for writing, zero drafts, and editing. Have samples of tapes that let learners hear others thinking aloud during reading. Have reflective writings and drawings made in response to a reading assignment.

STEP 6: **Model portfolio selection, reflection and use.**

Instructors should model portfolio selection, reflection and use by choosing elements that reflect their own literacy development. Examples could include things they like to read and writing they have done. They could read to students drafts of their reflection on why something has been chosen. They could also model the projection of new goals based on ares that they recognize as needing new development.

ORGANIZING A PORTFOLIO

Once the kinds of evidence that will be included in the portfolio are determined, then it is important to think about how this evidence should be organized.

Sheila Valencia, in her article on Portfolio Assessment, suggests that it is helpful to organize the content of the portfolio in two layers.

LAYER ONE would include the actual evidence or "raw data" that the learner and/or instructor have selected to include in the portfolio. This level would include samples of student work. Many of these could be actual classroom assignments and projects as well as student initiated activities and authentic literacy tasks.

It would also include reflective commentaries, as well as any checklists, forms or inventories that the student might include to document his development and progress. Layer one would also include notes, comments and reports by the instructor, and any feedback reports that might have been provided by peers.

LAYER TWO would consist of an organizing system or framework that would help people viewing the portfolio understand and interpret the information.

This organizational system could include:

- a table of contents
- a letter of introduction explaining the organization of the portfolio
- dates on all pieces of evidence
- a short explanation attached to each piece explaining why it is included
- a summary sheet explaining what the portfolio reveals about their strengths and needs and about their development as a reader, writer and learner.

APPENDIX A

Interview Guide for Initial Assessment

Appendix A.

INTERVIEW GUIDE

Please note:

It is expected that the initial interview would be done over several sessions. It is not expected that you would use every question in every section. The questions are only samples of the kinds of questions that you could ask.

INTRODUCTION:

The instructor can start the interview by talking about the program and how it is different from other "school programs." The instructor should talk about how important it is to find out as much as possible about the learner so that materials and learning activities can be selected that reflect his\her needs, interests, and learning style.

The instructor should talk about how they will work together to set learning goals, choose materials and decide how to measure progress.

The learner needs to know that they will make frequent checks to see how well things are going and that plans and goals can be changed or adjusted whenever they decide that it is appropriate.

It is important at this time to encourage the learner to ask questions about the learner-centred approach so that the role the learner is to play in his or her own learning will be better understood.

AFTER THIS INFORMATION SHARING, IT SHOULD BE EASY TO START A DISCUSSION ON THE FOLLOWING TOPICS:

TOPIC A: EDUCATION/TRAINING

The following questions are a guide to questions you might ask learners about their previous learning experiences.

1. **Early Education**:

Tell me something about your school years:

Where did you grow up?

Did you go to school there?

What was school like for you?

Did you have any specific difficulties?

What were they?

Did you get any special help?

What did you like best about school?

How were you taught to read and write in school?

Why do you think you didn't learn?

Did you miss a lot of school? If so, why?

Did you change from school to school? If so, why?

What grade did you finish?

When did you leave school?

Why did you leave?

Did you speak the same language at home and at school?

Did anyone else in your family have difficulty in school?

Questions to ask non-Native speakers of English and immigrants:

What is your first language?
How old were you when you learned to speak English?
When did you come to Canada?

Did you have a chance to go to school in your native country?
If so, for how many years?
Do you read and write in your own language?
What language do you speak at home?

2. Adult Education:

Have you ever been to classes for adult education before? If so,

Where have you been?
When did you go?
Why did you go?
What was it like for you?
What did you like best about that schooling?
How do you feel about coming back to school now?

TOPIC B: LEARNER NEEDS

The following statement and questions could be used to begin a discussion about the kind of supports the learner might need, it also encourages the learner to begin to think about ways that he/she could assume ownership for his/her own learning.

STATEMENT:

Some adults really want to come to class and improve their skills, but things get in the way. Some of the things that come up are:

- **problems with transportation**
- **child care**
- **looking after other family members**
- **getting sick a lot**
- **having problems with drugs or drinking**
- **working long hours**
- **too much going on at home.**

QUESTIONS:

1. What kinds of things do you think might make it hard for you to come to class and study?

2. How much time and effort do you think you can give to learning now?

3. What do you think you could do to make it easier for yourself to come to all the classes and study?

4. What can we do to make it easier for you to study and come to all the classes?

   Examples:

   - help figure out a bus route
   - find information on child care
   - fill out forms...

5. Can you read and write (study) where you want to at home?

6. Can you read and write (study) when you want to at home?

7. What changes can you make to help you read and write (study) when and where you want to?

8. Have you ever had any of the following physical problems: poor eyesight, hearing loss, speech difficulties?

9. If so, how old were you when the problem was found and what was the treatment?

10. Do you have any other physical or health problems that might affect learning?

TOPIC C: ACQUIRED SKILLS

A discussion about work experience and literacy tasks that the learner is currently performing will provide information about skills and strategies that the learner can build on. It will also help the learner recognize his strengths and competencies.

1. Work

    1. Do you have a job now?
    2. If so, what kind of work do you do?
    3. If not, what kind of jobs have you had?
    4. Do you need to use reading and writing at work?
    5. What reading and writing do you do at work?
    6. How are you coping with these tasks?

2. Home

    1. Do you do any reading on your own now?
    2. What kinds of things do you read at home, in stores, on the street? (examples: TV schedule, mail, newspapers, stories to children, labels, street signs)
    3. Do you do any writing on your own?
    4. What kinds of things do you write? (examples: shopping lists, cheques, notes, letters)
    5. How do you feel about your spelling?
    6. How would improved reading, writing and spelling skills help you at home and at work?

TOPIC D: GOALS

1. What are your educational goals?
2. What are your work/career goals?
3. What is your most important reason for wanting to learn to read, write and spell better?
4. What are some things that you want to do right now that being able to read and write better will help you to do?

PLEASE NOTE:

This a good point at which to conclude the first portion of the initial interview. You could now do a reading and writing assessment with the learner to get more specific information about skill levels and strategy use before going on to set definite learning and instructional goals.

Procedures and tools for doing the assessments are in Appendix B.

After the reading and writing assessments it would be useful to continue with the interview and engage the learner in a discussion about the skills and strategies the learner uses and \or needs for successful reading, writing spelling and learning.

TOPIC E: CONCEPTS ABOUT READING AND WRITING THAT THE LEARNER HAS

1. What do you think you need to learn to improve your reading and writing?

2. What do you do when you are reading and you come to a word you don't understand?

3. What do you do if you don't understand what you have just read?

4. What do you do if you don't know how to spell a word that you want to use in your writing?

5. What do you do if you have to write something and you are not sure how to get started?

6. What do you think will help you learn to read and write better?

7. How did you learn to do something or memorize something? -- (it's a good idea to use a specific skill like driving the car as an example.)

TOPIC F: LEARNING STYLES AND PREFERENCES

Information about the learner's style and preference for learning can be obtained through a discussion, or by using the questionnaires and checklists included in Appendix D. The learner may need assistance with these forms.

The following questions can also help identify learning styles and preferences:

1. Do you like to work by yourself or with other people?

2. How do you learn best? Alone? With other people? With no noise? With music or with the TV on?

3. Where do you learn the best?

4. When do you learn the best?

5. What makes it difficult for you to learn something?

6. What do you like to do when you read and write? (take regular breaks? nibble on snacks? smoke? listen to music?)

7. What do you need to do to remember something?

8. Do you understand something easier if you hear about it? see it written down? use the word or idea yourself?

9. How do you feel about making mistakes when you are learning something new?

10. How do you like to have your mistakes corrected? figure it out yourself? have the teacher correct you? ask another student to correct your work?

11. Think of a recent learning experience that was good and one that was bad. What made the good experience good? What made the other experience bad?

12. How do you like to find out how well you are doing?

13. What would you like the instructor to do to help you learn?

14. What kinds of things do you like to do in a group?

15. What would you do figure out how something like a machine works? (ask someone? read about it? take it apart? watch someone else take it apart? other?)

TOPIC G: INTERESTS, ACTIVITIES, HOBBIES

Engage the learner in a conversation about favourite recreation, sports and leisure activities. Talk about any organizations or groups that the learner belongs to. Talk about the kinds of things that he\she likes to learn, watch on TV or read about. Also ask about the things that he\she would like to read and write about in class.

THE FOLLOWING ARE SAMPLE QUESTIONS THAT CAN BE USED TO INITIATE THIS CONVERSATION. YOU MAY ALSO WANT TO USE THE INTEREST INVENTORY INCLUDED IN APPENDIX D. IF YOU USE THE INTEREST INVENTORY, YOU MAY NEED TO READ IT TO THE LEARNER AND RECORD THE ANSWERS.

1. What kinds of activities do you like to do the most?
2. What kinds of activities don't you like to do?
3. What would you do if you won the lottery?
4. What is the best holiday you ever had?
5. If you could spend a whole day doing anything you wanted, what would you do?
6. Tell me about someone you really admire?

TOPIC H: ATTITUDES AND READING HABITS

The following questions taken from Effective Literacy Assessment by Sarrancino, Herrmann, Batdorf and Garfinkel can be used to engage the learner in a discussion about reading attitudes and habits. In addition, two checklists on attitudes and habits have been included in Appendix D.

1. Do you read every word in a piece of reading material no matter what it is?
2. Do you read everything at the same speed?
3. When you read to yourself, have you ever noticed that you move your lips?

4. Do you tend to avoid reading if you can get the same information in another way?

5. Do you feel it is necessary for you to read things over more than once?

6. Do you skip graphs, charts, pictures, or diagrams in reading material?

7. Do you **often** read a page and then realize that you really do not know what you have read?

8. Do you believe that you must **never skip** any portion of a reading passage?

9. Do you read any newspaper or magazine on a regular basis?

10. Do you believe that understanding what you read is more important than how fast you read?

11. Can you remember the main point or the plot of the last book you read?

12. Do you believe that people with large vocabularies are better readers than people with limited vocabularies?

APPENDIX B

Materials for Initial Reading, Writing, and Spelling Assessment

Appendix B

ASSESSING THE STAGE ONE READER

The information on this page and the following 5 picture pages are taken for the **Initial Assessment Pack** prepared by the Literacy and Continuing Education Branch of the Manitoba Department of Education and Training.

INTRODUCING THE PICTURE SHEETS:

The tutor/teacher should say the following to the learner:

> " I am going to ask you to look at some pictures and words. This is to see what kinds of things about reading and writing you already know, so that we can figure out more about your learning. As you look at the pictures and words, I would like you to guess at what you think the words say. I will probably also ask you some questions as we go along."

OBSERVING THE LEARNER READING:

You might use the picture pages in the following ways:

To determine how well the learner can predict words in context.

Show the learner each card and ask him\her to guess at what the words on the pages say. Encourage learners to use the pictures in order to make logical guesses. If the learner makes a guess which does not seem to make sense to the tutor, then the tutor should ask the learner, " what made you guess that?" The learner may have a good reason for guessing as s/he did.

To determine how well the learner can discriminate similar letters and words.

On some pages words are repeated. Ask the learner to match words on each page. Or you can say "How many times does the word "bingo" appear on this page?"

To determine what letters of the alphabet the learner recognizes and can identify.

Select one of the pages. Ask the learner to name the letters s/he sees on the page.

Writing and Spelling

Learners at this stage may be able to do simple writing tasks such as their names or addresses. They may be able to copy writing and often know the alphabet from memory.

Appendix B

ADDITIONAL SUGGESTIONS FOR ASSESSING A STAGE ONE LEARNER

These ideas are taken from the work of Mary Norton.

A. KNOWLEDGE OF USES AND PURPOSES OF LITERACY AND CONCEPTS ABOUT PRINT/TEXT:

1. Provide the learner with a selection of text, (newspapers, TV guide, magazine, advertising flyer, bus transfer, ID card, form, letter, etc.).

2. Ask the learner to choose as many texts as s/he can and tell you what they are and why someone would use them. Ask the learner to point out a title, heading etc..

3. Observe how the learner handles the text. Does s/he hold the ideas the right way, track from left to right, etc.

B. KNOWLEDGE OF LANGUAGE PATTERNS, PRINT AND LETTER SOUND ASSOCIATIONS:

1. Ask the learner to suggest a topic that he/she would like to talk about. If necessary suggest a topic or provide a picture that the learner could describe. Ask the learner to tell the " story ". Do not write the story down.

2. Review the story with the learner and ask what ideas he/she wants to include and how he/she wants to start.

3. Print the story as the learner says it. Name each word as you print it. If the learner dictates incomplete sentences ask " Is this how I should write it down?"to see if the learner will form a more complete sentence. Otherwise transcribe the composition as dictated. Read the story back and ask if he/she wants to make any changes.

4. Observer how the learner introduces and ends the story. Observe the type of sentences that the learner uses.

5. Ask the learner to pick out certain words and letters. If the learner is able to identify the letters, ask the learner what sound each letter stands for. If the learner can identify 80% of the letters, provide an alphabet and ask if s/he can name all the letters.

6. Ask the learner to read along as you reread the "story." Observe whether he/she is able to predict any words.

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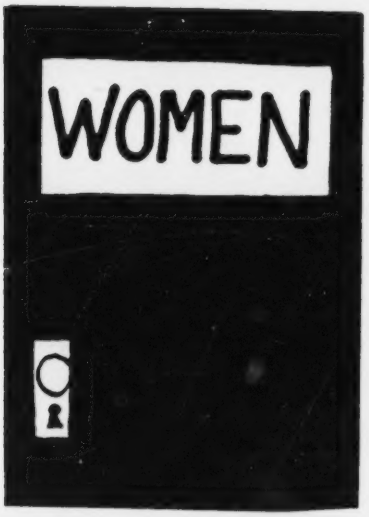

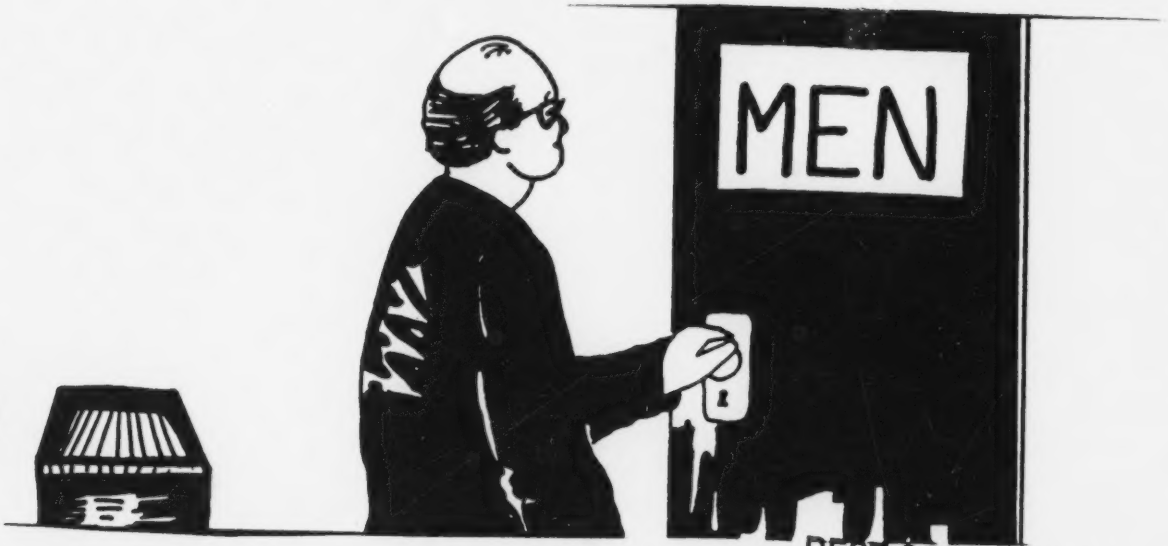

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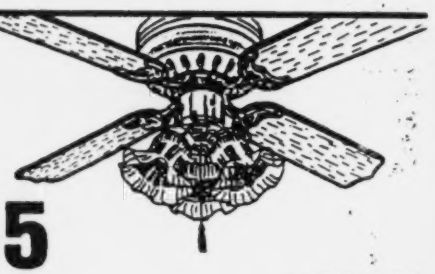

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8	32	FREE SPACE	75	87
12	27	42	63	95
9	25	59	72	89

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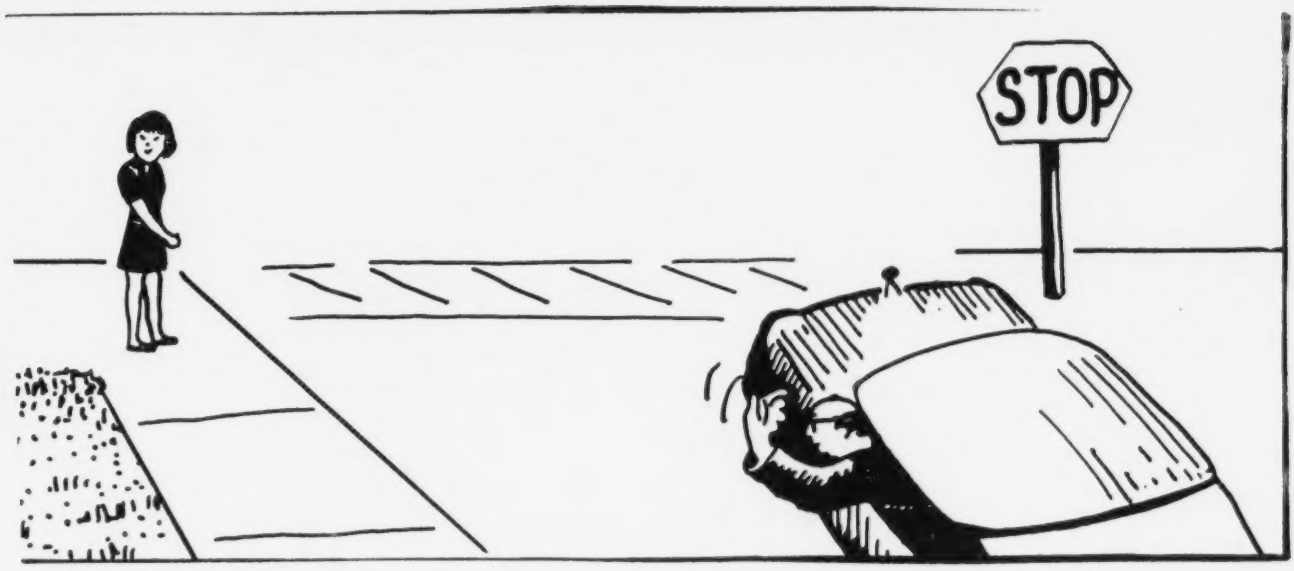

STOP

Appendix B

ASSESSING STAGE TWO AND THREE READERS

The ideas and suggested reading materials on the following ten pages are taken from the Initial Assessment Pack developed by the Literacy and Continuing Education Branch. Additional ideas for assessing Stage Two and Three readers are included after these pages.

In assessing stage two and three readers it is recommended that the learner be allowed to chose reading material that he/she will feel comfortable reading.

Tutors should not feel obligated to use only the reading selections included in this Appendix, but they should feel free to offer the student newspaper and magazine articles, literacy reading books and any other materials that they consider appropriate.

Learners should be encouraged to read aloud and to guess at the words they do not know.

It should be noted that, in general, most learners can read better than the artificial conditions of an interview session would indicate.

THINGS TO OBSERVE WHEN THE LEARNER READS:

1. How well does the learner make use of the context, pictures, etc. in order to make guesses at unfamiliar words?

2. Does the learner have good phonetic skills? Does s/he sound out unfamiliar words? Can s/he make individual sounds but has difficulty blending them?

3. Does the learner read word for word or is s/he able to read in phrases?

4. Is the learner willing/able to guess at words or does s/he feel so unconfident that s/he can't guess?

5. How well does the learner recall what is read? Did s/he understand the passage? Did s/he read so slowly that comprehension was lost?

ASSESSING THE STAGE TWO LEARNER

If you suspect your learner is at Stage Two, you should use the cards indicated with a B in the upper right-hand corner.

READING

Introducing the Reading Cards

The tutor/teacher should say to the learner:

> "In order to find out what kinds of reading materials would suit you, I am going to ask you to read out loud from one of these cards. Choose whichever one you wish."

Show the four cards to the learner. Read the title at the top of each for the learner. As the learner to choose one. Then say:

> "I would like you to read this out loud. Take as much time as you need. If you don't recognize any of the words, guess at them as best you can."

Observing the Learner Reading

Do not interrupt the learner while s/he is reading. However, if the learner is stuck, help him or her out. If the learner reads these passages with ease, you may want to ask them to read something from Stage Three.

If the learner makes less than five errors, then the passage is well within the learner's reading level. If learners make more than 5 - 7 errors, this material will be within their instructional level. However, they will not be able to read material this complex on their own.

After the learner has read the passage, ask him/her to retell it to you in his/her own words. You can then see how well the learner is reading for comprehension.

WRITING AND SPELLING

You can ask the learner to write a few simple sentences or a short paragraph. Encourage the learner to guess at how words might be spelled but don't be surprised if the learner takes few risks in this situation.

This writing sample should give you an idea about the following:

- How fluent a handwriter is the learner?
- What vocabulary can the learner easily spell?
- What concepts about writing does the learner have?

A DEAD BATTERY

Last night the temperature was -34 degrees. When Tim tried to start his car this morning, there was nothing but a sick sounding "rr...rrr...r...rr". Tim forgot to plug in the block heater and now the battery was dead.

Tim has to drive his car to work because there are no buses. Tim need a boost for the battery. Luckily his neighbour, Mary, was just leaving her house for work.

1. "Oh good, here comes my neighbour. I'll ask her to give me a boost."

2. "Hey Mary!"

3. "Morning Mary. Can you give me a hand?"

4. "Sure Tim, what's the problem?

5. "I forgot to plug in my car. I ran the battery down trying to start it. Can you give me a boost?"

6. "No problem Tim. But I don't have any jumper cables."
"That's okay. I do. I just bought them yesterday."

It was raining hard. Water covered the road. The truck moved slowly. Its heavy tires cut a path in the water.

Madge was driving. She never took her eyes off the road.

Len watched the road, too. Two pairs of eyes were better than one. it would be easy to go off the road. Finally Len spoke. "Want me to drive?" he asked.

"No," said Madge. "It's my turn. And besides, you are tired."

"Want the radio?" Len asked.

"Not if you don't," Madge answered.

Madge liked country music. She liked Charley Pride best. But the stations around here didn't play country music.

HARVESTING WILD RICE

August is the time to harvest the wild rice. The Indian people have always harvested wild rice. In the past, they used the 2 stick method to knock the rice into the canoe. Now they use a custom-made harvester to pick more rice.

Wild rice grows in shallow lakes. If the water level is too high, the rice won't grow. If the water level is too low, the rice won't grow. The water level must be just right.

ASSESSING THE STAGE THREE LEARNER

If you suspect your learner is a Stage Three learner, you should use the cards indicated with a C in the upper right-hand corner.

READING

Introducing the Reading Cards

The tutor/teacher should say to the learner:

> "In order to get an idea of how you read, I would like you to select one of these passages to read out loud. Take your time and look them over if you wish. When you are ready, read the selection out loud. If you need to guess at words, go right ahead."

Let the learner choose one of the C cards.

Observing the Learner Reading

Do not interrupt or correct learners while they are reading. Give encouragement if you feel the learner is asking for it. When the learner is finished reading, ask him/her to tell you what it was about.

Fluent readers should be able to recall most details. Even if a number of words have been misread, the learner should be able to summarize the passage.

WRITING AND SPELLING

The learner should easily be able to write a paragraph or two about some personal experience, job experience, hobby, interest in education, etc. The learner at this stage should have general ideas about paragraph construction and sentence construction. The learner should be able to use a variety of sentence forms even if punctuation or grammar is not yet accurate.

You should discuss spelling with the learner and encourage him/her to guess at how words are spelled.

From: Angel Square by Brian Doyle C

I didn't really blame Miss Strong for laughing when I said I wanted to be a writer.

After all, I was the second worst writer in the class.

Melody Bleach was the worst writer in the class. Her main problem was she never had a pencil and she couldn't write with a pen and nib because she pressed too hard.

Dad said the reason was, she wasn't organized.

And she always put her tongue out when she tried to write after she borrowed a pencil or the teacher gave her one. She'd stick her tongue between her teeth when she was trying to think of what to write. Some of the kids would laugh at her and make fun of her.

I laughed at her too but I also felt sort of sorry for her.

Specially when she wet herself. That was in grade three, I think. Melody wet herself. She was too scared of Miss Brack or Miss Eck, or whoever it was, to ask if she could leave the room.

So she just sat there and the water ran down off the seat into a pool on the floor under her desk. And the water ran down her cheeks from her eyes. There was water running out of her from both ends.

I think Dad was right. Her main problem was that she wasn't organized. Dad always says, get organized and you can't go wrong.

From: Speaking Saskatchewan by Rudy Wiebe C

When the yellow planes came over the school at recess.....he screamed and ran inside to the desk where his sister said he must sit. When he opened his eyes the face of the teacher was there, her gentle face very close, smiling almost up-side-down at him between the iron legs of the desk beneath which he crouched. Her gentle voice.

"Come," she said, "come," and after a moment he scrambled to his feet; he thought she was speaking Low German because he did not yet know that what that word meant was spoken the same in English. Not touching him, she led him between desks to a cupboard against the wall opposite the windows and opened its narrow door. Books. He has never imagined so many books. There may be a million.

She is, of course, speaking to him in English and later, when he remembers that moment again and again, he will never be able to explain how he can understand what she is saying. The open book in her had shows him countless words: words, she tells him, he can now only see the shape of, but he will be able to hear them when he learns to read, and that the word "READ" in English is the same as the word "SPEAK," **raed**, in Low German and through reading all the people of the word will speak to him from books, when he reads he will be able to hear them and he will understand..... He will listen to those voices speaking now for as long as he lives.

From: Voices. by Jill Kristofferson. Fall 1988. C

FIRST JOB

At the age of sixteen and after I had just passed grade ten I decided to get a job for the summer. All dressed up in my best wool suit and good shoes, I was set to take the world on. I asked my mom if she would drive me to Whalley but she shook her head:no. We had very lousy bus services, os it was walking or nothing. I walked all the way to Whalley, about six miles to put in a couple of applications. It was a hot day for June and walking was very difficult. I was getting very tired and frustrated from the heat, walking to much, and from the turn-downs from the employers. The last place I went to was Panco Poultry.

I stood outside the office door for a few minutes to get my nerves together, as I had butterflies in my stomach. I walked to the closest desk and said that I was looking for a job for the summer. A short, half bald man of 50 looked at me with cold blue eyes. He asked me one question which three me off guard. The question was, "Are you right handed?" I said, "Yes."

He then said, "You start Monday morning at 7:30 a.m."

I couldn't believe my ears,. I got a job! My heart skipped a beat as I skipped out the door.

REAL-LIFE READING TASKS

TASK 1 - A Set of Instructions

This passage is intended to build confidence. The familiarity of the subject means that even the beginner reader will be able to tackle it. If the reader does struggle over the first couple of sentences, tell them it doesn't matter but ask them to read the labels on the illustrations.

Introduction:

- "This is a page in a recipe book about how to make a cup of coffee."

How to Make a Cup of Coffee

1. Fill the kettle with water.
2. Plug the kettle in. Switch it on.
3. Put a teaspoon of coffee into a cup.
4. Switch the kettle off when it has boiled.
5. Pour the water on the coffee.
6. Add milk and sugar if you like them.
7. Stir the coffee and drink it.

Comprehension Questions:

- What sort of kettle do they tell you to use?
- Do you make coffee like this?

Task 2 - A Postcard

Introduction:

- This is a postcard from a young woman to her mother. She's on a holiday. (If possible, make this introduction personal to the reader by connecting it to some one in her family or a friend.)

Dear Mum,
I'm having a great time. The weather's fine but windy. The hotel's OK- they give us plenty of food. There are some good shows and clubs. Sandra and I went to three last night. We met a crowd from Canada. See you on Saturday at the airport.

Love Janet

MRS. J. Robinson
35 Green Street
Brandon, Manitoba
R3T 2L4

Comprehension Questions:

- What"s the weather like?
- Where do the girls go in the evening?
- Is this the sort of thing you like to do on a holiday?

TASK 3 - A Straightforward Form

Introduction:

This is the sort of form you might have to fill in to get a government benefit. It asks you basic things about yourself. See what you can read and fill in.

Full Name _____

Given Name _____

Surname _____

Male _____ Female _____

Married _____ Divorced _____

Single _____ Widowed _____

Date of Birth: Day _____

Month _____

Year _____

Nationality _____

Full Home Address _____

Telephone Number _____

Number of Dependents under 18 _____

Have You Applied Previously? _____

I declare that to the best of my knowledge the information as given by me is correct.

Signed _____ Date _____

Comprehension Questions:

- These will be asked as the reader goes through the form.
- If the learner cannot respond to a particular word, even if they have read it. check that they know the meaning of the word.

Task 4 - The Newspaper

Introduction:

- Have a copy of the most up to date local newspaper available.
- Talk about recent local news and find out what the reader may be interested in.
- Ask them to read an appropriate article, either out loud or silently.

Comprehension Questions:

- Ask one or two factual questions, then some to elicit the reader's own views about the article and the author's views.

The real-life reading tasks and questions were adapted from those developed by Sue McCulloch and presented in the article "Initial assessment of Reading Skills" (ALBSU).

WRITING SAMPLE

Write as much as you can and take as long as you need to. You don't have to fill up the page, but you can if you want to. Don't worry about spelling or handwriting. Just write what you want to say. You can write about anything you want to. If you can't think of a topic, here are some examples.

1. A note telling your child's teacher that he or she is sick and cannot come to school.

2. A phone message for your wife/husband/friend.

3. A post card to a friend while you are on a trip.

4. A letter to your landlord complaining about something.

5. A typical work memo.

APPENDIX C

Questionnaires for Assessing Interests and Attitudes

Appendix C

INTEREST INVENTORY

Learner's Name: _____ Date: _____

1. I LIKE TO READ ABOUT _____

_____

_____

2. I WISH I COULD _____

_____

_____

3. I LOOK FORWARD TO _____

_____

_____

4. ON WEEKENDS, I _____

_____

_____

5. MY IDEA OF A GOOD TIME IS _____

_____

_____

6. I FEEL BAD WHEN _____

_____

_____

INTEREST INVENTORY: **(Continued...)**

7. I AM AT MY BEST WHEN _____

_____

_____

8. I FEEL PROUD WHEN _____

_____

_____

9. I OFTEN WORRY ABOUT _____

_____

_____

10. MY ONLY REGRET IS _____

_____

_____

11. WHEN I HAVE TO READ, I _____

_____

_____

12. I WISH PEOPLE WOULDN'T _____

_____

_____

13. I'M REALLY INTERESTED IN LEARNING ABOUT _____

_____

_____

INTEREST INVENTORY: **(Continued...)**

14. IF I WON THE LOTTERY, I WOULD _____

_____

_____

15. WHAT I REALLY ENJOY ON T.V. IS _____

_____

_____

16. MY IDEA OF A PERFECT VACATION IS _____

_____

_____

This interest inventory is adapted from an inventory in Chapter 5 of Effective Literacy Assessment by Sarracino, Hermann, Batdorf, and Garfinkel.

READING ATTITUDES AND HABITS

Learner's Name: _____ Date: _____

		ALWAYS	SOMETIMES	NEVER
1.	Reading is interesting.			
2.	I care about reading better.			
3.	Reading is easy for me.			
4.	I can tell other people about the books I read.			
5.	I like to understand the important ideas when I read.			
6.	It is easy for me to answer questions about stories I read.			
7.	I think I read well.			
8.	I like to read aloud.			
9.	I like to read about new ideas.			
10.	I try hard to understand new material when I read it.			
11.	I really like to read at home.			
12.	I enjoy answering questions about things I read.			
13.	I like to read long books.			
14.	I like to read short articles.			
15.	I like to read about real people and things.			
16.	I like to read fiction.			

This form was created by modifying an elementary reading attitude survey developed by McKenna and Kear (1990).

Pre-Attitudes of Adult Student

Name: _____

Date: _____

1. How sure do you feel about being able to succeed in this program at this time?

❑ very sure	❑ don't know	❑ unsure
❑ sure	❑ not so sure	

2. How do you feel about taking the literacy training?

❑ very good	❑ okay	❑ bad
❑ good	❑ not so good	

3. How do you feel about attending class?

❑ very good	❑ okay	❑ bad
❑ good	❑ not so good	

4. Have you ever used a computer? ❑ yes ❑ no

5. How do you feel about reading books for learning?

❑ very good	❑ okay	❑ bad
❑ good	❑ not so good	

6. How do you learn best? By working:

❑ alone	❑ in a small group	❑ some of each
❑ with one other person	❑ in a class	

7. How do your fellow workers feel about your taking this training?

❑ very good	❑ okay	❑ bad
❑ good	❑ not so good	

8. How do your family members feel about your taking this program?

- ❑ very good
- ❑ good
- ❑ okay
- ❑ not so good
- ❑ bad

9. What do you want to get out of this training? Mark all that apply.

- ❑ learn to read better
- ❑ learn to write better
- ❑ keep my job
- ❑ be a better worker
- ❑ get a better job
- ❑ please my family

10. Check which of the following things will be hard for you.

- ❑ reading
- ❑ writing
- ❑ math
- ❑ using the computer
- ❑ attending class
- ❑ remembering what I learned

11. Check which of the following things will be most helpful to you.

- ❑ reading
- ❑ writing
- ❑ math
- ❑ using the computer
- ❑ attending class
- ❑ remembering what I learned

12. How do you usually feel about yourself?

- ❑ very good
- ❑ good
- ❑ okay
- ❑ not so good
- ❑ bad

13. What are your chances of getting a better job in the next few years?

- ❑ very good
- ❑ good
- ❑ okay
- ❑ not so good
- ❑ bad

APPENDIX D

Information and Questionnaires for Assessing Learning Styles and Preferences

Appendix D

Part One: Learning Preferences

[Visual, Auditory, Kinaesthetic (Motor)]

A summary of these learning preferences with some implications for teaching and learning is provided below. This appendix also contains samples of three different questionnaires that can be used to help students determine their learning preference.

Visual *The visual learner needs to see, observe, record, and write.*	**Auditory** *The auditory learner needs to talk and to listen.*	**Kinaesthetic** *The tactile-kinaesthetic learner needs to do, touch, be physically involved.*
See information: • Diagram • Chart • List	Listen and respond to information.	Needs structured, hands-on activity, such as building a replica of the Houses of Parliament, or using a salting process to feel the corrosion of metals.
See meaning: • Through imagined visualization • Interpretive illustration	Dialogue and discuss.	Needs to be involved with "doing" activities, such as acting out an event.
See content: • Reading • Through written description	Hear lecture and debate.	Needs to touch what is being considered, such as holding and examining a model, visiting a factory, or making a product.
See possibilities: • Through written brainstorming, such as webbing, mindmapping.	Talk out ideas, interests, problems, possibilities.	Needs to immerse in the trial and error of experimentation, such as designing and making a new product.

BARSCH LEARNING STYLE PREFERENCE FORM

(Developed by Ray Barsch)

The series of questions on the next three pages is designed to determine your relative learning style (visual, auditory, or tactile). No style of learning is better than another. However, each style makes its own demands on the environment of the learner. What does a tutor perceive to be the learning style of his student? How can he help that student learn, given that particular style?

Place a check on the appropriate line after each statement. Then score, following the directions on pages 3 and 4.

		OFTEN	SOMETIMES	SELDOM
1.	Can remember more about a subject through listening than reading.	____	____	____
2.	Follow written directions better than oral directions.	____	____	____
3.	Like to write things down or take notes for visual review.	____	____	____
4.	Bear down extremely hard with pen or pencil when writing.	____	____	____
5.	Require explanations of diagrams, graphs, or visual directions.	____	____	____
6.	Enjoy working with tools.	____	____	____
7.	Am skilful and enjoy developing and making graphs and charts.	____	____	____
8.	Can tell if sounds match when presented with pairs of sounds.	____	____	____

		OFTEN	SOMETIMES	SELDOM
9.	Remember best by writing things down several times.	____	____	____
10.	Can understand and follow directions using maps.	____	____	____
11.	Do better at academic subjects by listening to lectures and tapes.	____	____	____
12.	Play with coins and keys in pockets.	____	____	____
13.	Learn to spell better by repeating the letters out loud than by writing the word on paper.	____	____	____
14.	Can better understand a news article by reading about it in the paper than by listening to the radio.	____	____	____
15.	Chew gum, smoke, or snack during studies.	____	____	____
16.	Feel the best way to remember is to picture it in my head.	____	____	____
17.	Learn spelling by "finger spelling" the words.	____	____	____
18.	Would rather listen to a good lecture or speech than read about the same material in a textbook.	____	____	____
19.	Am good at working and solving jigsaw puzzles and mazes.	____	____	____

		OFTEN	SOMETIMES	SELDOM
20.	Grip objects in my hands during learning period.	____	____	____
21.	Prefer listening to the news on the radio rather than reading about it in a newspaper.	____	____	____
22.	Obtain information on an interesting subject by reading relevant materials.	____	____	____
23.	Feel very comfortable touching others, hugging, handshaking, etc.	____	____	____
24.	Follow oral directions better than written ones.	____	____	____

Scoring procedures:

Place the point value on the line next to its corresponding item number.
Next, sum the values to arrive at your preference scores under each heading.

OFTEN = 5 points

SOMETIMES = 3 points

SELDOM = 1 point

VISUAL	AUDITORY	TACTILE
No. Pts.	No. Pts.	No. Pts.
2 ___	1 ___	4 ___
3 ___	5 ___	6 ___
7 ___	8 ___	9 ___
10 ___	11 ___	12 ___
14 ___	13 ___	15 ___
16 ___	18 ___	17 ___
19 ___	21 ___	20 ___
22 ___	24 ___	23 ___
_____	_____	_____
VPS =	APS =	TPS =

VPS - Visual Preference Score

APS - Auditory Preference Score

TPS - Tactile Preference Score

HELPING STUDENTS IDENTIFY THEIR LEARNING PREFERENCE

(Visual, Auditory, or Motor)

The questionnaire can be done in a small group or individually with the instructor reading the questions and the student selecting the answer that best suits him or her.

The instructor should discuss the results with the student using the following questions:

1. Under which column did you check the most answers?

2. What kind of learning preference does it appear you have?

3. What learning or teaching methods do you think would best suit your preference?

4. What learning or teaching methods might not suit your preference as well?

(Instructors may need to offer suggestions like lectures, films, reading aloud, etc. for questions 3 and 4.)

Given below are a number of incomplete sentences and three ways of completing each sentence. In each case, select the way which most frequently represents your personal preference. In each case, make only ONE choice.

		A	B	C
1	When you keep up with current events, do you:	read the newspaper thoroughly?	listen to the radio and/or watch TV news?	Quickly read the paper and/or spend a few minutes watching TV news.
2	When you dress, are you:	a neat dresser?	a sensible dresser?	a comfortable dresser?
3	When you are reading novels, do you:	like descriptive scenes/stop to imagine the scene/take little notice of pictures?	enjoy dialogue and conversation/ "hear" the characters talk?	prefer action stories and are not a keen novel reader?
4	When you spell, do you:	try to see the word?	use the phonetic approach?	write the word down to find if it "feels" right?
5	When you are angry, do you:	clam up, seethe, give others the "silent" treatment?	let others know quickly and express it in an outburst?	storm off, clench your fists, grit your teeth or grasp something tightly?
6	When you are free and have spare time, would you rather:	watch TV, go to the cinema or theatre, read?	listen to records or the radio, go to a concert or play an instrument?	do something physical, (sport, DIY)?
7	When you forget something, do you:	forget names but remember faces?	forget faces but remember names?	remember best what you did?

8	When you have to conduct business with another person, do you:	prefer face-to-face meeting or writing letters?	use the telephone?	talk it out during another activity (walking or having a meal)?
9	When you enjoy the arts, do you:	like paintings?	like music?	like dancing?
10	When you are talking, do you:	talk sparingly, but dislike listening for too long?	enjoy listening but are impatient to talk?	gesture a lot and use expressive movements?
11	When you are at a meeting, do you:	come prepared with notes?	enjoy discussing issues and bearing other points of view?	want to be somewhere else and spend the time doodling?
12	When you are with others, might they interpret your emotions from your:	facial expressions?	voice quality?	general body tone?
13	When you visualize, do you:	see vivid detailed pictures?	think in sounds?	have few images that involve movement?
14	When you are concentrating, are you:	distracted by untidiness or movement?	distracted by sounds or noises?	distracted by movement?
15	When you are praised, do you:	like written comments?	like oral comments?	like a physical action such as a pat on the back or a hug?
16	When you need to discipline a child, do you think the best approach is to:	temporarily isolate the child from the others?	reason with the child and discuss the situation?	use "acceptable" forms of corporal punishment (a smack)?
17	When you try to interpret someone's mood, do you:	primarily look at their facial expression?	listen to their tone of voice?	watch their body movements?

18	When you are inactive, do you:	look around, doodle, watch something?	talk to yourself or other people?	fidget?
19	When you are learning, do you:	like to see demonstrations, diagrams, slides, posters?	like verbal instructions, talks and lectures?	prefer direct involvement (activities, role-playing)?
20	When you go on a new, long journey, do you:	get the route from a book (AA/RAC guide)?	talk to someone to get the information?	get out maps, etc. and make a plan?
	TOTAL	_____	_____	_____

LEARNING CHANNELS INVENTORY

Place the number 1, 2 or 3 in the box after each statement that best indicates your preference. (PLEASE USE #3 - Often, #2 - Sometimes, #1 - Seldom)

1. I can remember something best if I say it aloud. ❑
2. I prefer to follow written instructions rather than oral ones. ❑
3. When studying, I like to chew gum, snack and/or play with something. ❑
4. I remember things best when I see them written out. ❑
5. I prefer to learn through simulations, games, and/or role playing. ❑
6. I enjoy learning by having someone explain things to me. ❑
7. I learn best from pictures, diagrams and charts. ❑
8. I enjoy working with my hands. ❑
9. I enjoy reading, and I read quickly. ❑
10. I prefer to listen to the news on the radio rather than read it in the newspaper. ❑
11. I enjoy being near others. (I enjoy hugs, handshakes and touches.) ❑
12. I listen to the radio, tapes and recordings. ❑
13. When asked to spell a word, I simply see the word in my mind's eye. ❑
14. When learning new material, I find myself sketching, drawing and doodling. ❑
15. When I read silently, I say every word to myself. ❑

In order to get an indication of your learning preference, please add the numbers in the boxes together for the following statements.

VISUAL PREFERENCE SCORE 2 ❑, 4 ❑, 7 ❑, 9 ❑, 13 ❑ = _____

AUDITORY PREFERENCE SCORE 2 ❑, 4 ❑, 7 ❑, 9 ❑, 13 ❑ = _____

K/T (Kinaesthetic/Tactual) SCORE 2 ❑, 4 ❑, 7 ❑, 9 ❑, 13 ❑ = _____

Continued.../2

LEARNING CHANNELS INVENTORY (Continued...)

The highest score indicates that my learning preference is _____.

Now that I know which is my dominant learning style, I can learn better by

_____

_____

_____.

This inventory was developed by Max Coderre, publisher of TEACHING TODAY MAGAZINE in Edmonton, Alberta, and is designed to help you better understand your own unique learning styles.

Appendix D

Part Two: Learning Styles

It is important to recognize that different researchers have different ways of defining learning styles and thus often use different terms to refer to the ways people prefer to perceive and process information.

This appendix presents three different descriptions of learning styles. The first one has a specific questionnaire that will assist the instructor in matching a learner's style with one of the described styles.

The second description provides general information about four learning styles. A specific questionnaire has not been developed to match these styles.

The third description relates more specifically to Aboriginal learning styles.

General questionnaires have been provided to help the instructor match learners with a learning style.

The Gregorc definitions of learning styles have not been included because instructors may have difficulty obtaining his questionnaires.

LEARNING STYLES

SUMMARY I

Physically Centred Learner

1. Learns by watching, learns by doing.
2. The learner does not need a lot of verbal instruction.
3. Needs enough time to practice and complete the activity.
4. The content of the activity must be practical and useful to the learner's life.
5. Learns well in cooperation with others.

Emotional/Relational Learner

1. Learns by listening to others.
2. Learns by talking about the activity with other learners.
3. Learns by relating the activity to his/her personal life.
4. Learns in a relaxed atmosphere.
5. Can divide attention amongst many different activities when learning something new.
6. Learns in a creative atmosphere.
7. Often does not know what he/she knows until he/she says it out loud to others.

Mentally Centred Learner

1. Focusses on the idea or theory of the activity.
2. Learns what he/she values.

3. Learns independently.

4. Enjoys talking about ideas with others.

5. Concentrates deeply on one thing and cannot divide attention to listen or watch other things at the same time.

LEARNING STYLES ASSESSMENT QUESTIONNAIRE

The following pages provide an assessment tool for you to better understand your learning styles. If you understand your learning style, it will better help you understand your teaching style.

Go through the questions, marking the answers that best reflect your learning. When you have completed your assessment, go back over the questions and answers to see if you can find a pattern or dominant learning style. Look at the answer key only after you have attempted to determine your learning style on your own.

1. How do you usually learn best?

_____ from working on my own and taking my own time.

_____ from an instructor's lecture.

_____ from an instructor who works personally with me.

_____ from working in a small group of people I feel comfortable with.

_____ from seeing practical application.

_____ from following written directions.

_____ from a small group of people with an instructor available to answer questions.

2. What most helps your learning? (Check as many as you want; rank in order of importance.)

_____ having my own routine.

_____ talking with others while learning.

_____ being able to take my time.

_____ having fun while learning.

_____ being able to practice what I am learning.

_____ getting support and encouragement from instructors/ people at home.

3. Think of three things you have enjoyed learning: they can be anything and don't have to be related to school. What are they and why did you enjoy them? How did you learn them?

4. What occurs to you first when you are learning something?

_____ remembering something you did once that was similar.

_____ thinking up a picture of how something ought to be.

_____ getting as much information as you can about the topic.

5. What is the easiest part or stage of learning for you?

_____ beginning something.

_____ working on the details and practicing.

_____ completing something.

6. What is the most difficult part of learning for you?

_____ beginning something.

_____ working on the details and practicing.

_____ completing something.

7. In putting something together, I:

_____ read instructions first, then look at the pieces.

_____ look at the pieces, then read the instructions.

_____ go back and forth between instructions and putting the pieces together.

_____ look at the instructions but make up my own way of putting the pieces together.

_____ try to put pieces together first, then if it doesn't work, look at the instructions.

8. In what order do the following skills come in your learning process? (rank 1-2-3)

_____ thinking

_____ assessing

_____ doing

9. How do you best learn mechanical or technical things?

_____ tinkering

_____ having someone explain it to me

_____ reading instructions

_____ watching someone work, then doing it myself.

10. When is it important to you to be able to talk about what you are doing?

11. How do you best learn ideas and theories?

_____ talking about them.

_____ working on applying them.

_____ reading about them.

12. How do you know when you have really learned something? (check one)

_____ I feel comfortable doing it again.

_____ I show or tell my family and friends what I can do.

_____ I want to move on to something new.

_____ other: _____

EVALUATION KEY

P = physically centred (concrete)

M = mentally centred (abstract)

E/R = emotional/relational

1. P; M; E/R; E/R; P; P; M; E/R; P
2. E/R; M; E/R; P; E/R; P; E/R
3. N.A.
4. E/R; P; M
5. E/R; P; M
6. P; M; E/R
7. M; P; E/R; P; M; P
8. M; E/R; P
9. E/R; M; P
10. N.A.
11. E/R; P; M
12. P; E/R; M

Source: Adapted from "Working with Female Relational Learners in Technology and Trades Training," Carol Brooks, Ph.D., 1986.

(Summary 1 and Questionnaire)

LEARNING STYLES

SUMMARY II

FOUR MAJOR LEARNING STYLES:

ONE: Imaginative Learner

- perceives information concretely.
- processes information by thinking about it.
- likes to listen and share information to learn.
- believes in his/her own experiences and integrates experience with their selves.
- needs to be personally involved.
- sees all sides.
- has trouble making decisions.
- struggles to connect content with reality.
- seeks harmony.

TWO: Analytic Learner

- perceives information abstractly.
- processes information by thinking about it.
- needs to know what experts think.
- values sequential thinking.
- needs details.
- is thorough and industrious.
- loves ideas, enjoys ideas more than people.
- is highly skilled verbally.

- loves traditional classrooms.
- integrates their observations into what they already know.

THREE: **Common Sense Learner**

- perceives information abstractly.
- processes by doing.
- integrates theory and practice.
- is a problem solver.
- is skills oriented.
- likes to experiment and tinker with things.
- needs to know how things work.
- wants to work on real problems.
- wants to apply learning to real purposes.

FOUR: **Dynamic Learner**

- perceives information concretely.
- processes information by doing.
- learns by trial and error.
- likes change.
- excels where flexibility is needed.
- is a risk-taker.
- is not sequential.
- pursues interests in diverse ways.

Adapted from the work of David Colb.

ABORIGINAL LEARNING STYLES

SUMMARY III

GLOBAL:

- tends to understand best when overall concept is presented first.
- learns best when overview or introduction is emphasized.
- needs meaningful context.
- sees relationships easily.
- benefits from whole language approach.

IMAGINAL:

- learns best from images, both concrete and abstract (symbols, diagrams, simile, metaphor).
- codes information using images.
- has difficulty verbalizing own images but can make them and use them for learning.

CONCRETE:

- learns best with support from materials that can be seen, touched, heard (photographs).
- "hands-on" approach is effective.
- needs examples.

WATCH - THEN DO: **(also Think - Then Do or Listen - Then Do)**

- reflective.
- learns best from repeated demonstration.
- needs time to think answer through.

Taken from the work of Arthur J. More, University of British Columbia.

IDENTIFYING LEARNING STYLES:

A Closed-Ended Questionnaire

When a group tutor introduces a new word or idea, do you like to:

- ❑ hear it many times
- ❑ see it written down
- ❑ use the word or idea
- ❑ do something with it

How do you like your mistakes to be corrected?

- ❑ figure it out myself
- ❑ have the group tutor correct all my mistakes
- ❑ have the group tutor correct only my big mistakes
- ❑ have other group members correct me

What activities do you like to do most in class?

- ❑ songs
- ❑ playing games
- ❑ doing exercises from workbooks
- ❑ discussions, debates, presentations
- ❑ writing: stories, sentences, poems
- ❑ reading: stories, newspaper articles
- ❑ listening to cassettes
- ❑ watching videos

How do you like to work?

- ❑ alone
- ❑ alone with my tutor
- ❑ with one other person
- ❑ in a small group
- ❑ with the whole group

How much does it bother you to make mistakes when you're learning?

- ❑ a lot
- ❑ some
- ❑ a bit
- ❑ not at all

How do you like to learn something new?

- ❑ memorizing
- ❑ repeating out loud
- ❑ practicing over and over
- ❑ learn by rules
- ❑ watch others doing it
- ❑ ask or get help from someone
- ❑ use the skill outside the class

IDENTIFYING LEARNING STYLES:

Open-Ended interview

- Think of a recent learning experience that was **good**. What made it a good experience?

- Think of a recent learning experience that was **bad**. What made it a bad experience?

- How do you learn **best**?

- What makes it **difficult** to learn something new?

- What **kinds of activities** do you **like** to do most? Give examples.

- What kinds of activities **don't you like** to do?

- How is the way you learn **different** from others?

IDENTIFYING LEARNING STYLES

How can you identify the learning style of others?

- Talk with the individual learner.
  Ask the person his or her ways of doing things and preferences.

- Observe what methods and approaches motivates the individual learner.

- Use learning styles inventories.

- Observe body language, (ie. use of gestures often indicates a tactile, experiential learner).

- Listen to the words the individual uses, (ie. "I think/feel/believe.").

General questionnaires taken from "Learning Together" by Barbara Fretz and Marianne Paul.

APPENDIX E

Forms to Facilitate Goal Setting

Appendix E

GOAL SETTING - STEP ONE

TASKS	CAN DO	WORK ON NOW	WORK ON LATER	NOT INTERESTED
HOME				
Read Labels				
Read Mail				
Look up Phone Numbers				
Follow Recipes				
Follow Directions for Assembly				
Write Shopping List				
Read Bills				
Read/Write Letters, Notes				
Read Newspaper				
Read Magazines				
Read Stories to Children				
Help with Homework				
Read Medicine Directions				
Read a Lease				
Fill out Applications				

GOAL SETTING - STEP ONE

TASKS	CAN DO	WORK ON NOW	WORK ON LATER	NOT INTERESTED
BANKING				
Open Account				
Fill out Bank Forms				
Write Cheques				
Keep Bank Book				
SHOPPING				
Read Signs and Labels				
Compare Prices				
Count Money				
Make Change				
Order Something by Mail				

GOAL SETTING - STEP ONE

TASKS	CAN DO	WORK ON NOW	WORK ON LATER	NOT INTERESTED
WORK				
Read Information about Training				
Fill out Job Applications				
Prepare Resumé				
Write Cover Letters				
Read/Write Telephone Messages				
Read/Write Memos				
Read Pay Cheque				
Read Work Orders				
Read Safety Information				
Take Telephone Messages				

GOAL SETTING - STEP ONE

TASKS	CAN DO	WORK ON NOW	WORK ON LATER	NOT INTERESTED
GETTING AROUND				
Use Telephone Book				
Read Street Names				
Read a Map				
Write down Directions				
Read Bus Schedule				
Read a Menu				
Take Driver's Test				
Read in Church				

GOAL SETTING - STEP ONE

TASKS	CAN DO	WORK ON NOW	WORK ON LATER	NOT INTERESTED
GENERAL				
Read Short Stories				
Write Stories				
Read Stories to my Children				
Keep a Diary				
Write Letters to the Newspaper				
Cursive Writing				
Spell Better				
Learn to Add/Subtract				
Learn Fractions				

FINDING OUT HOW MUCH YOU ALREADY KNOW:

READING AND WRITING SKILLS

Learning to read and write is a matter of learning a set of skills. It is something like learning to ride a bicycle. Once you know the basics, you can keep learning on your own until you have it mastered.

Take time with your tutor's help to figure out how many basic skills you already know. If there are some you aren't sure of, you may need to work on them some more. If you already know them, then this guide will help you and your tutor figure out what to work on next.

If you are a beginner at reading and writing, there is a set of skills you will need to practice first. Check off the skills you are **sure** you have, and the ones you are **not sure of** yet. If you already know all of these, then skip ahead.

SKILLS YOU NEED BEFORE YOU START READING AND WRITING

	I KNOW	I DON'T KNOW	I WANT TO WORK ON
Letters: I name the letters of the alphabet.			
I copy capital letters my tutor writes.			
I know which letters stand for which sounds.			
Shapes: I hold a pencil with confidence and trace shapes my tutor draws.			
I copy shapes like squares and circles.			

	I KNOW	I DON'T KNOW	I WANT TO WORK ON
I match two shapes that are the same.			
I draw both big and small letters.			
My eyes follow letters left to right across a page.			
Pictures: I name what I see in a picture or photograph.			
I describe what a picture shows.			
Numbers: I know numbers.			
I know days of the week, months of the year.			
I know what coins and bills are worth.			
I know how to tell the time.			
Sight Words: Just by seeing them, I can read some street signs, traffic symbols, product warnings, and everyday words like "men, women, Exit, Stop," etc.			

	I KNOW	I DON'T KNOW	I WANT TO WORK ON
Basic Identification: I write my name, address, phone number, both in printing and in writing.			
Language Experience: I dictate a story to my tutor, copy one or two sentences, and match some words in the story.			

Education:

Here are some educational goals. Write "yes" if you are interested, and "no" if you're not:

1. Attend a job training program (what kind?).

2. Attend classes to learn something new (crafts, self-improvement).

3. Pass a work-related test (what type of test?).

4. Study for a grade 12 certificate.

5. Other: _____.

* Can you think of any other goals you have that aren't on this list?

Of all the goals we've talked about, what are 2 or 3 that are the most important to you right now?

1. _____

2. _____

3. _____

Educational Goals Plan and Progress Record

Student: _____

Date enrolled: _____ Class: _____

Initial Planning Session: Date: _____ Teacher: _____

Long range educational goals:	Long range employment goals:

Student: _____

Teacher: _____

GOAL SETTING - STEP TWO

GOAL	LEARNING OBJECTIVES	CRITERIA FOR EVALUATION

APPENDIX F

Samples of Portfolio Summary Sheets and Student Self-Reflection Sheets

SAMPLE:

PORTFOLIO SUMMARY AND REVIEW SHEET

	LEARNING OBJECTIVES In this portfolio, there are/is:	REVIEWER'S INPUT Questions, positive comments, suggestions.
1.	Samples of writing that show complete sentences.	
2.	Samples of writing that show a variety of sentence types.	
3.	Samples of writing that show a clear main idea and supporting details.	
4.	Evidence of writing for different purposes.	
5.	Evidence of reflective thinking about his/her own writing.	
6.	Evidence of self-monitoring and correcting strategies.	

PORTFOLIO SUMMARY AND REVIEW SHEET

	LEARNING OBJECTIVES In this portfolio, there are/is:	REVIEWER'S INPUT Questions, positive comments, suggestions.

READING SELF-EVALUATION: PART ONE

Thinking About A Single Reading Selection

NAME: _____

DATE: _____

TITLE OF WORK: _____

BRIEF SUMMARY OR DESCRIPTION OF THE SELECTION:

1. Why did you decide to read and respond to this selection of reading?

2. What was especially important to you when you were reading this piece?

3. Describe what you did before you read this selection to help yourself understand the selection better.

4. What problems did you have as you were reading the selection? How did you solve these problems?

5. What did you think about and/or how did you feel as you were reading this selection?

READING SELF-EVALUATION: PART ONE CONTINUED...

6. How can you relate the ideas, situations, characters, etc. in this selection to your own experiences?

7. How is this selection the same as or different from other selections that you have read?

8. What kind of article would you like to read next? Why?

READING SELF-EVALUATION: PART TWO

Thinking About Yourself As A Reader

1. What kinds of reading have you done in the past?

2. What kinds of things do you like to read the most?

3. What kinds of things do you like to read the least?

4. How do you decide what you will read?

5. What do you think one has to do to be a good reader?

6. What are some things you wish you could do better as a reader?

7. What are your strengths as a reader?

8. What has helped you the most with your reading?

9. What have you learned to do as a reader that you couldn't do before?

10. What are your future goals as a reader?

WRITING SELF-EVALUATION: PART ONE

Thinking About A Single Piece of Writing

NAME: _____

DATE: _____

TITLE OF WORK: _____

1. Why did you select this piece of writing? What do you see as its strengths?

2. Why did you decide to write this in the first place?

3. What was especially important to you when you were writing this piece?

4. Try to describe the steps you took to write this piece.

5. What problems did you have? How did you solve them?

6. What part of the writing was easiest for you?

7. Reflecting back on this writing, is there anything you would do differently if you were writing it again?

8. How is this piece the same or different from your other pieces?

9. What would you like to work on in your next piece of writing?

WRITING SELF-EVALUATION: PART TWO

Thinking About Your Three Best Pieces

Arrange all the finished pieces of writing in your portfolio (or in one section of your portfolio) from most effective to least effective. Talk about the three pieces you ranked #1, #2, and #3 in the following way:

1. What make you rank each piece the way you did?

2. In what ways is each piece different from the others?

3. For each of these top three pieces, what were some things you changed from one draft to the next? Why did you make the changes you made?

4. What differences do you see between the top three pieces and the piece you ranked least effective?

WRITING SELF-EVALUATION: PART THREE

Thinking About Yourself As A Writer

NAME: _____

DATE: _____

1. What kinds of writing have you done in the past?

2. In general, how do you feel about what you write?

3. What kinds of things do you like to write most? Why?

4. What do you think one has to do to be a good writer?

5. What are the three most important things you are able to do as a writer?

6. What are three things you wish you could do better as a writer?

7. In what areas of writing have you noticed improvement?

8. What has helped you the most with your writing?

9. What is the best piece of writing you've ever done? What makes it so good?

10. What were your writing goals at the beginning of the term? How well do you feel you accomplished these goals? What new writing goals have you made?